

**FORTY-SECOND ANNUAL REPORT**

**OF THE**

**COLUMBIA INSTITUTION FOR THE DEAF AND DUMB**

**TO THE**

**SECRETARY OF THE INTERIOR**

**FOR THE**

**FISCAL YEAR ENDED JUNE 30, 1899.**



**WASHINGTON:**

**GOVERNMENT PRINTING OFFICE.**

**1899.**

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## COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

### OFFICERS OF THE INSTITUTION.

*Patron.*—William McKinley, President of the United States.

*President.*—Edward Miner Gallaudet, Ph. D., LL. D.

*Secretary.*—Hon. John B. Wight.

*Treasurer.*—Lewis J. Davis, esq.

*Directors.*—Hon. Francis M. Cockrell, Senator from Missouri; Hon. Charles A. Russell, Member of Congress from Connecticut; Hon. Samuel W. T. Lanham, Member of Congress from Texas, representing the Congress of the United States; Hon. Henry L. Dawes, of Massachusetts; Hon. Joseph R. Hawley, of Connecticut; Rev. Byron Sunderland, D. D.; Hon. John W. Foster; Hon. William L. Wilson, of Virginia; Lewis J. Davis, esq.

### FACULTY OF GALLAUDET COLLEGE.

*President and professor of moral and political science.*—Edward Miner Gallaudet, Ph. D., LL. D.

*Vice-president and professor of languages.*—Edward A. Fay, M. A., Ph. D.

*Emeritus professor of mental science and English philology.*—Samuel Porter, M. A.

*Professor of history and English.*—J. Burton Hotchkiss, M. A.

*Professor of mathematics and Latin.*—Amos G. Draper, M. A.

*Professor of natural science.*—Charles R. Ely, M. A.

*Assistant professor of mathematics.*—Percival Hall, M. A.

*Assistant professor of natural science.*—Herbert E. Day, M. A.

*Instructor in English.*—May Martin, B. A.

*Instructor in history and Latin.*—Allan B. Fay, M. A.

*Instructors in gymnastics.*—Albert F. Adams, B. A.; Emilio C. Silkman.

*Instructor in drawing.*—Arthur D. Bryant, B. Ph.

### DEPARTMENT OF ARTICULATION.

*Professor in charge.*—Percival Hall, M. A.

### ASSISTANTS.

*Instructors.*—Mary T. G. Gordon, Kate H. Fish.

*Normal fellows.*—Ashbel Webster Dobyns, B. A., Millsaps College; Laurance Edwards Milligan, B. A., Illinois College; Frank Rowland Wheeler, M. A., Brown University; Martha Christian Bell, M. S., Synodical College, Missouri; Adelaide Hamilton Pybas, B. S., Southwestern Baptist University, Tennessee.

### FACULTY OF THE KENDALL SCHOOL.

*President.*—Edward Miner Gallaudet, Ph. D., LL. D.

*Instructors.*—James Denison, M. A., principal; Melville Ballard, M. S.; Theodore A. Kiesel, B. Ph.; Sarah H. Porter; May Martin, B. A.

*Instructors in articulation.*—Mary T. G. Gordon, Kate H. Fish.

*Instructor in drawing.*—Arthur D. Bryant, B. Ph.

### DOMESTIC DEPARTMENT.

*Supervisor and disbursing agent.*—Wallace G. Fowler.

*Attending physician.*—D. K. Shute, M. D.

*Matron.*—Miss Ellen Gordon.

*Associate matron.*—Mrs. Amanda W. Temple.

*Master of shop.*—Isaac Allison.

*Farmer and head gardener.*—Edward Mangum.

# FORTY-SECOND ANNUAL REPORT

## OF THE

### COLUMBIA INSTITUTION FOR THE DEAF AND DUMB

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COLUMBIA INSTITUTION FOR THE DEAF AND DUMB,  
*Kendall Green, Washington, D. C., September 29, 1899.*

The pupils remaining in the institution July 1, 1898, numbered 118; admitted during the year, 36; since admitted, 27; total, 181. Under instruction since July 1, 1898, 114 males, 67 females. Of these, 127 have been in the college department, representing 31 States, the District of Columbia, Canada, and Ireland, and 54 in the primary department. A list of the names of the pupils connected with the institution since July 1, 1898, will be found appended to this report.

#### HEALTH.

We have satisfaction in referring for the third time to the great value of our isolated hospital rooms which were provided in our new boys' dormitory four years ago.

Two cases of scarlet fever appeared early in the year, and the complete separation of the sick boys and their nurse, which we were able to effect, prevented any spread of the disease. No other serious cases of illness have occurred, and no deaths.

#### COURSES OF INSTRUCTION.

No detailed statement of the courses of study offered in the several departments of the institution has appeared in our annual reports for several years. It will therefore not be deemed out of place to set forth rather fully what we are able to do for the moral, mental, and physical development of the young people committed to our care.

Moral and religious instruction, the latter of a strictly undenominational character, is provided for by regular daily exercises in both school and college separately, and on the Sabbath such services are held in the chapel with the two departments brought together.

These exercises are conducted by signs, the manual alphabet, or orally, as seems best adapted to the capacity and ability of those to be instructed and as may most clearly and impressively reach the minds and hearts of our pupils.

Instruction in drawing and painting is given to all in the school or college who show talent for artistic work and who desire such teaching.

Physical training is given to all the students of the college and to the older pupils of the school in a convenient and well-equipped gymnasium. We have ample playgrounds and fields for athletic sports for all classes of pupils. Football, baseball, track athletics, lawn tennis, basket ball, and croquet are engaged in with great zest by many.

The boys of the Kendall School, when arrived at the proper age, may have instruction in carpentry and cabinet-making, and the girls of this school are taught sewing and the ordinary branches of housework.

Instructions in speech and speech reading is given to all pupils and students who show ability to attain a reasonable degree of success therewith, and a considerable amount of teaching is carried on orally with those pupils whose power of understanding the movement of the lips is sufficient therefor. The manual alphabet is much used in conducting recitations, and the sign language is resorted to mostly for public lectures, or for explanation in the class room, when the resort to words spelled, written, or spoken is unsuccessful.

The range of mental development covered by the prescribed courses of study in our school and college is believed to be greater than can be found in any other educational establishment in the world, for we receive into our school children 7 years of age, who have no basis of verbal language whatever, and carry them forward through a graded course until they are prepared to enter college, and then through a regular course in the higher branches until they have earned the right to be graduated as bachelors of arts or of science.

This continuous course of study, covering a period of from thirteen to fifteen years, is divided into two parts, as follows:

#### COURSE OF STUDY IN THE KENDALL SCHOOL.

The course of instruction followed in the Kendall School is substantially that pursued by a majority of the institutions for the deaf in this country. Its general aim may be thus stated: To give the pupil a practical understanding and command of the English language, a knowledge of the principles of arithmetic sufficiently extensive to meet his needs in business transactions, a full course in political geography, and a reasonable course in history.

A list of the text-books used is given below; but it should be remarked that the catalogue includes only those that have been lately in use. The choice of text-books is not limited, and undue importance is not attached to their employment during the first two or three years of the course.

The teacher, while observing certain general rules of instruction, is encouraged in minor details to consult his own judgment and methods and the individuality of the pupil. Original work on his part is welcomed. Manuscript lessons or language exercises, written with particular reference to the requirements of the class, form a part of the schoolroom work.

During the first two years of the course the pupil is taught writing and the meaning and construction of simple sentences, and practiced in numeration, and in simple addition and subtraction. Toys, pictures, and other illustrative objects are employed. No. 1 of Miss Sweet's First Lessons in English and Miss Fuller's Illustrated Primer are used in connection with manuscript lessons by the teacher.

During the next two years the class is carried forward in the construction of sentences, multiplication and division are taught, and more or less instruction in geography is given. Nos. 2, 3, and 4 of Miss Sweet's Lessons, and Jenkins's Talks and Stories, Appleton's Easy Lessons in Geography, or some similarly simple text-book in geography, and Nos. 1 and 2 of Prince's Arithmetic by Grades, or some primary arithmetic are used in the schoolroom.

During the fifth and sixth years the class is drilled in composition daily; it is advanced in arithmetic to common fractions and compound numbers, and even further if possible. The history of the United States and political and descriptive geography are taught. The text-books used are Montgomery's *Beginners' American History*, Nos. 3 and 4 of Prince's *Arithmetic by Grades*, and Appleton's *Easy Lessons in Geography*, or Warren's *New Primary Geography*. This course sometimes extends in individual cases into the seventh or even into the eighth year.

Daily instruction in articulation and lip reading is given to every pupil that shows capacity for vocal improvement. In all cases, save the exceptional ones where the results do not warrant the time and labor bestowed, the instruction is continued through the whole period of the pupil's connection with the Kendall School. The hearing tube, single and duplex, the audiphone, Bell's visible speech charts, and all other appliances that can be utilized in the work are employed.

*The high class.*—A feature of the Kendall School is the high class, whose members pursue a course of study preparatory to admission to the introductory class of the college. The text-books used are Barnes's *Primary History of the United States* or Higginson's *Young Folks' History of the United States*, Gardiner's *School History of England* or Higginson and Channing's *English History for American Readers* (to the reign of Henry VII), physical geography as taught in Mitchell's *Intermediate Geography*, Houston's *Intermediate Lessons in Natural Philosophy*, either Wentworth's *Common School Arithmetic* or the Franklin *Arithmetic* or Greenleaf's *Complete Arithmetic*, and Nos. 5 and 6 of Prince's *Arithmetic by Grades*.

#### COURSE OF STUDY IN GALLAUDET COLLEGE.

The time assigned for completing this course is five years, an introductory year preceding the four usual years of college study.

#### OUTLINE OF THE CURRICULUM.

##### INTRODUCTORY COURSE.

*Language.*—A review of English grammar, elementary and advanced, extends through two terms. Longman's *School Grammar* and Welsh's *English Composition* are the text-books used; the latter includes a course in punctuation and also in theme writing.

Latin is studied throughout the year. The text-book is Collar and Daniell's *First Latin Book*. In the last term a portion of the second book of Caesar's *Gallie War* is read.

*Mathematics.*—Wentworth's *Algebra* is the text-book, which is studied throughout the year through pure quadratic equations. Algebra is then discontinued until the last term of the freshman year. Much attention is given to the solution of problems, many of which are taken from various other text-books. In comprehending these many deaf-mutes labor under peculiar difficulties, not from lack of reasoning power, but from insufficient or defective training in English during their previous instruction.

*History.*—Higginson and Channing's *English History for American Readers*, beginning with the reign of Henry VII, is taken up and concluded during one term.

## UNDERGRADUATE COURSE OF STUDY FOR THE DEGREE OF BACHELOR OF ARTS.

The college makes provision for thorough instruction in the essentials of a liberal education, without attempting to do the special work of the polytechnic schools on the one hand or that of the university on the other. The course of higher instruction leading to collegiate degrees occupies four years, and embraces courses in (1) languages, ancient and modern, (2) mathematics, (3) natural science, (4) history, and (5) philosophy and political science. The arrangement of the studies by years is given in the synopsis which follows this descriptive outline.

### I.—LANGUAGE.

#### MODERN LANGUAGES.

*History of the English language.*—Text-books: Johnson's English Words and Hadley's Brief History; third term of the sophomore year. The students bring in on paper an epitome of the topics in the lesson, and give further a detailed statement, paragraph by paragraph, followed by answers to questions, and supplemented by brief lectures on the part of the instructor.

*History and criticism of English literature.*—The text-books are Collier's History of English Literature and Maertz's New Method. The time given is the second term of the sophomore year and the third term of the senior year. With recitations from the historical compend, questions from Maertz's Method, requiring original research, are given and required to be answered in writing. An entire work of some author is occasionally selected for perusal and critical analysis, the result to be given in writing. Now and then an essay is required, giving an estimate of some author as derived from sources outside of the text-book.

*English composition.*—Hill's Principles of Rhetoric is studied in the third term of the sophomore year and daily written exercises are exacted. Frequent exercises in original composition are required of students in all the classes throughout the five years' course. In the revision of these exercises all the faculty take part, each member having a section. The revision is usually done in the presence of the writer and by the writer when possible.

*French and German.*—Both French and German are required in the course, French being studied in the junior and German in the senior year, with daily recitations during the three terms. With both these languages the attempt is made to give a thorough comprehension of their grammatical forms and principles, the peculiarities of their idioms, and their relations to English, and especially to render the students skillful, accurate, and ready in translation. In French Van Daell's Grammar and Reader are used, with supplementary reading of French texts varied from year to year. The corresponding course in German consists of Whitney's Grammar and Super's Reader, with supplementary reading of German texts. The students are also encouraged to pursue independent courses of reading.

#### ANCIENT LANGUAGES.

*Latin.*—There are daily recitations in Latin throughout the freshman year and the first term of the sophomore year. In the freshman year, part of Caesar's Gallic War and several of Cicero's Orations are read;

in the sophomore year a part of Virgil's *Æneid*. Special attention is paid to the construction and analysis of the language, to extemporaneous Latin composition based upon the text under consideration, and to Latin etymology in its bearings upon our own tongue. While the authors read are for the most part such as the faculty would prefer, if practicable, to confine to the introductory course, and while—owing to the prominence given to French and German, and especially to the composition and critical study of English—the time devoted to the ancient languages is less than in the usual curriculum of American colleges, it is believed that Latin is taught in such a manner as to awaken in the students the true spirit of classical scholarship, and enable them subsequently to read more difficult authors, independently, with pleasure and profit.

*Greek*.—The study of Greek is optional; the course marked out by the faculty, comprising White's *Beginner's Book*, Goodwin's *Grammar*, and Xenophon's *Anabasis* in the freshman year, Homer's *Iliad* in the sophomore year, and Demosthenes on the *Crown* in the junior year, has been successfully pursued to a greater or less extent by several students.

## II.—MATHEMATICS.

*Geometry*.—The freshmen study geometry throughout the year, using Gore's *Geometry*, or some equivalent work, as the text-book. The class-room work is chiefly written upon wall slates, and the students elucidate their demonstrations before the whole class. Numerous theorems not demonstrated and problems not solved in the text-book are given to test the ability and proficiency of the class.

*Algebra*, having been studied throughout the introductory year, is resumed in the freshman year, and the subject is completed.

*Trigonometry*, with its applications, is studied throughout the sophomore year. The text-book is Wentworth's *Plane and Spherical Trigonometry*, with its applications to mensuration, surveying, and navigation. Analytical geometry and differential calculus are optional studies.

*Mechanics*.—In the first term of the junior year the elementary propositions of mechanics are mathematically demonstrated and illustrated by numerous practical problems. The text-book is Dana's *Mechanics*.

In all the studies of the mathematical course much original work of an elementary and practical character is required, and it is believed that students who have mastered this course are prepared to undertake the study of the higher branches of mathematics.

## III.—NATURAL SCIENCE.

*Chemistry*.—The sophomores use Remsen's *Elementary Text-book* to gain knowledge of the principles of general chemistry. Each student is expected to perform as many of the experiments laid down in the text-book as practicable, and is required to make notes on all his laboratory work. The juniors engage in laboratory work for one term, making use of standard works for guidance in qualitative analysis. The aim of the entire course in chemistry and analysis is to train students to habits of accuracy in observation and reasoning, and to lay a foundation for more advanced scientific work.

*Physics*.—The juniors study hydrostatics, pneumatics, magnetism, electricity, heat, and light for one term, as set forth in Gage's *Elements of Physics*.

Young's *Astronomy* is studied for one term in the junior year, and from the new observatory opportunity is given, when the conditions favor, to observe the heavenly bodies through one of Clark's 4-inch telescopes.

*Botany* occupies one term of the sophomore year, and students are required to sustain an examination in physiological and structural botany, and also to be able to describe fully and determine the names of ordinary plants, excluding only a few of the more difficult families.

*Zoology*.—The sophomores study the elements of zoology, including physiology and the general principles of classification, during one term.

*Geology* and *Mineralogy* are studied in the second term of the senior year.

*Physical geography*.—The study of the relations of man to his environment, as set forth in Guyot's *Earth and Man*, is pursued during one term of the senior year.

Whenever practicable, use is made of one of Beck's binocular microscopes, with the manipulation of which the students are familiarized. Morton's college lantern is also used for purposes of illustration.

#### IV.—HISTORY.

*Ancient history*.—The study of Meyers's *General History* occupies the first term of the freshman year, and includes a brief survey of the minor monarchies of the ancient world and a more detailed study of the four great empires—Egypt, Persia, Greece, and Rome. The geography and chronology are studied with thoroughness, the use of maps as pursued in the introductory class and the construction of chronological charts being required, while occasional essays upon some character or event that will demand contemporaneous reading are exacted. The student is also encouraged to apply the knowledge obtained in this study to his reading of the classical authors.

*Mediæval and modern history* are taught with the text-book above mentioned during the second term of the freshman year. Additional information upon the subjects treated is imparted by the professor in connection with the recitations; the students are encouraged to undertake as much collateral reading as their time will permit, and an essay on some historical subject is required occasionally during the entire term.

#### V.—PHILOSOPHY AND POLITICAL SCIENCE.

*Logic*.—First term, senior year: Davis's *Elements of Deductive Logic* is thoroughly studied, and written exercises upon the principles under consideration are required almost daily.

*Mental science*.—During the first term of the senior year the more important topics of intellectual science are studied, with aid from the professor, as required by subjects of so abstract a nature. Buell's *Essentials of Psychology* is the text-book usually employed.

*Moral philosophy*.—During six weeks of the first term the seniors have a daily exercise in this study, reading the whole of Haven's *Moral Philosophy*. Questions are asked on each day's portion of the text-book, and comments are made by the professor.

*Evidences of Christianity*.—During six weeks of the second term the seniors have a daily recitation in Butler's *Analogy*. Dr. Emory's *Analysis* is used and made the basis of questions. The book is studied without omissions.

*Political economy*.—Perry's text-book is used, with a daily exercise, for six weeks of the second term of the senior year.

*International law.*—Gallaudet's text-book is read, with a daily recitation, during about six weeks of the third term of the senior year.

*Esthetics.*—Bascom's Lectures on the Science of Beauty are read during the last month of the senior year, with a daily recitation, accompanied by brief lectures from the professor.

#### POST-GRADUATE NORMAL COURSE.

A one-year post-graduate course in the science and art of instructing the deaf is afforded to a limited number of young persons who desire to become teachers of the deaf. These students must be able to hear and speak, for they are all trained to make use of the oral method in teaching the deaf.

*Manual spelling and the language of signs.*—All members of the normal class not already familiar with the natural language of the deaf receive daily instruction throughout the year in the language of signs. The origin and meaning of signs are explained, and the students are required to use them in telling stories, in giving lectures, and in conducting chapel exercises.

The use of manual spelling is also taught, great care being taken that correct habits of forming letters are learned. The students receive much daily practice in the use of spelling and signs through their intercourse with the students of the college.

For a reference book Denison's Manual Alphabet in the Public Schools is used.

*Acoustics.*—Lectures are given on acoustics and the general laws of sound; also on the formation, use, and defects of the vocal organs. The mechanism of the ear is explained, and the causes of deafness inquired into. These lectures are illustrated by means of charts, casts, and experiments, and are supplemented by reading.

Arnold's Teachers' Manual is used as a reference book and text-book; also Dr. Hewson's articles on the throat and ear, published in the reports of the first and second summer meetings of the American Association to Promote the Teaching of Speech to the Deaf.

*The elements of speech.*—Daily instruction is given in the first term in the formation and production of the elements of speech. This is accompanied by practical illustrations and the use of casts and charts. Visible speech is taught thoroughly. Daily class-room observation and practice is required for the first two terms. Each student carries on the training in speech and speech-reading of several of the college students throughout the year with the advice of the articulation teachers.

Graduates of this department will be found prepared to teach speech and to make use of the oral method when required.

The text-books used are Bell's Visible Speech in Twelve Lessons, Bell's Lectures on Phonetics, and Arnold's Teachers' Manual.

*Pedagogy.*—During the second term lectures on pedagogy are given by members of the college faculty. These are supplemented by readings in Joseph Payne's Lectures on the Science and Art of Pedagogy, W. H. Payne's History of Pedagogy, and Page on Teaching.

*Auricular training.*—Lectures on auricular training are given in the second term, together with practical work with a number of semi-deaf pupils.

*Language teaching.*—Special work in language teaching for all grades is given to the class under the supervision of the teachers of the Kendall School. The use of action work, toys, pictures, stories, journals, current events, etc., in teaching language, is explained. Students pre-

pare lessons in language, geography, and American history, and give them to the classes under the direction of the teachers. The five-slate system of teaching language is studied.

Reference books used are F. D. Clarke's First Year Work, Second Year Work, etc., in connection with Miss Sweet's First Lessons in English; also the American Annals of the Deaf, in which the students are required to read the many valuable articles on language teaching.

*Number work.*—Lectures on number work are given, together with practice in teaching arithmetic in the different grades. The number work in F. D. Clarke's articles on the education of the deaf, now appearing in the Annals of the Deaf, is also carefully studied.

*Lectures and chapel exercises.*—The young men of the class are required to give lectures and to conduct chapel exercises during the third term in the language of signs, and are thus fitted to take up immediately on graduation a most important and indispensable part of the education of the deaf.

*History of the education of the deaf.*—Reading is required on the history of the education of the deaf. Arnold's Teachers' Manual, Vol. I, is used as a text-book. Students are encouraged to make use of the Baker library, belonging to the college, which contains about 600 rare and valuable books dealing with the education of the deaf from the earliest times. The duplicate of this library is not to be found anywhere in our country. It contains the works of Bonet, De l'Épée, Amman, Holder, Sicard, Bulwer, Heinicke, and many others who have made their names famous in connection with the education of the deaf.

*Theses.*—A thesis is required at the end of each term. Last year the subjects of the theses were, The History of the Teaching of Speech to the Deaf, Occupations Most Suitable for the Deaf, and The Advantages and Disadvantages of the Pure Oral Method of Teaching the Deaf.

In addition to these regular lectures and courses, lectures are given from time to time by members of the college faculty on various topics connected with the welfare of the deaf. The members of the normal class also have the privileges of the college library, the students' reading room, and the students literary society. During the year they are able to come continually into contact with the deaf students and pupils, and to become thoroughly acquainted with them. Thus they acquire a personal interest and an enthusiasm in the welfare of the class whom they are to instruct, which is the foundation of all successful teaching.

#### LECTURES.

As an adjunct to the regular courses of study, it has been the custom for several years for the professors, instructors, normal fellows, and members of the senior class of the college to give courses of lectures to the students and pupils during the winter. These have been as follows the past year:

#### IN THE COLLEGE.

What makes a Nation Great, by President Gallaudet.  
 Man's First Steps toward Civilization, by Professor Fay.  
 Egypt, Greece, and the Holy Land, by Professor Chickering.  
 The History of the Alphabet, by Professor Porter.  
 The Foundations of Literature, by Professor Hotchkiss.  
 Explosives, by Professor Ely.  
 Some Stories of Creation, by Professor Hall.  
 Cervantes, by Mr. Fay.

## IN THE KENDALL SCHOOL.

Brer Rabbit, by Mr. Denison.  
 Growth of the United States, by Mr. Ballard.  
 Prince Bladud, by Mr. Kiesel.  
 General Charles George Gordon, by Mr. Payne.  
 Toussaint Louverture, by Mr. Shreve.  
 Resources of the State of Washington, by Mr. Pope.  
 Beauty and the Beast, by Miss Rogers.  
 The Story of Roland, by Mr. Davis.  
 The Merchant of Venice, by Mr. Stutsman.  
 Ben Hur, by Mr. Wills.  
 Robin Hood, by Mr. Bumgardner.

## EXERCISES OF PRESENTATION DAY.

The annual public exercises of the college took place on Wednesday, the 10th of May.

The Rev. Frank M. Bristol, D. D., pastor of the Metropolitan Methodist Church, offered the opening prayer.

The essays of the academic class were as follows:

*Orations.*—College Education and Manhood, William H. Davis, Texas; The Influence of Ideals, Edith Vandegrift, Minnesota; The Disarmament of the Nations, Daniel Picard, Louisiana; A Dream, Asa A. Stutsman, Illinois; Mount Lowe, Ho! George V. Bath, Ohio; The Pleasantness of American Life, George F. Wills, Iowa; Legends of the Flowers, Sarah A. Rogers, South Carolina; Theodore Winthrop, Roy J. Stewart, District of Columbia.

*Dissertations.*—The Navy, George A. Brooks, Texas; A Deaf Girl, Sadie E. Griffls, Pennsylvania; What Man Owes to the Forests, Joseph B. Bumgardner, Missouri; Self-culture, Walter B. Rosson, Tennessee; Edmund Burke, Albert W. Ohlemacher, Ohio.

Arnold H. Payne, B. A., Oxford, England, a fellow of the normal class, delivered an address on the Advance of the Education of the Deaf in the United Kingdom.

## PRESENTATION OF A READING DESK.

At the close of the intermission President Gallaudet introduced Mr. William A. Mellvaine, of the class of 1893, now an instructor in the Pennsylvania Institution for the Deaf and Dumb, who presented a beautiful reading desk to the college on behalf of the class of 1893 and a few friends, as a memorial of Harvey D. DeLong, the valedictorian of that class, who died not long ago while filling a teacher's place most successfully in the Virginia School for the Deaf.

Mr. Mellvaine read the following tribute to Mr. DeLong which had been written by Miss Agatha M. Tiegel, another member of the class of 1893, and a teacher in the Minnesota School for the Deaf:—

During the first recitation of the class of 1893 Harvey DeLong, quiet and unassuming, was among those who sat facing the professor. He hazarded no remarks, but when his turn came to speak he was ready. And this trait of quietly holding himself in reserve was one that always distinguished him. He was not a leader, if we take the word as meaning one who is always conspicuous at the front, yet he showed to all that he had strength of character. He held his own in the class room, and won the honor of the valedictory. There was no construction in a foreign language so difficult, no problem so involved that it could hold out against his steadiness and patience. One by one the various branches of study yielded up their mysteries to him, and he became the conqueror. Outside the class room he was popular among his associates, and received his share of the honors which they had to bestow. And so he passed from college life bearing with him the affection and respect of both faculty and students, and leaving behind him the memory of an honest worker and a good-hearted man.

Then followed his brief career as a teacher. As he had before labored for his own advancement, he now toiled for that of others. To cheer him and make life still sweeter there came the cozy home, the little wife, and the tiny son with his father's eyes. Hope pointed forward to long years of honorable toil and pleasant content. Suddenly came the call that no man may deny, and he left everything to travel into the unknown land.

In affectionate memory of his virtues and in sorrow at his untimely end his classmates and college friends tender this reading desk to the college chapel. May it ever prove a reminder that the world is the better for every good man who has lived in it, and that, though friends meet us and then pass all too soon, yet the meeting is a help and a gain in our lives.

President Gallaudet introduced Mr. Lars A. Havstad, a distinguished and highly educated deaf-mute of Christiania, Norway, now visiting schools for the deaf in this country, and on whom the college conferred the honorary degree of master of arts some years since.

Mr. Havstad spoke as follows:

The kind words from the president of this college move me deeply. Having looked forward for a visit to America for many years, I can hardly realize the fact that I stand here now. Being strongly interested in the education of my fellow-deaf, I considered the honor conferred upon me by your board and sanctioned by the President of the United States a greater one than any other I have received during my life, and since that time I always consider myself one of the alumni of the Gallaudet College. I hope you will not dispute that with me. In fact, I have from this country obtained a diploma that is seldom, if at all, within the reach of European deaf in their own country, owing to certain defects in the educational system.

That will explain the cause of my now visiting this country. I am anxious that the deaf of Norway shall reach a higher educational standard than at present. But in no country in Europe I found the deaf given a better education than in my own country. If the Norwegian deaf did not stand high in knowledge, they were certainly not worse off than the deaf in other European countries. But I knew that the deaf were capable of learning much more, and seeking as yet in vain for models worth imitating in Germany, in France, in Great Britain, I went to America, where I knew that the deaf did really learn something and were educated to be enlightened men and women.

That I did not know until I, several years ago, by a letter from Mr. Lars M. Larson, now principal of the Santa Fe School for the Deaf, was made acquainted with the fact that the deaf of America could even get a university education in a college of their own. And when I knew that, I knew also that the common school education for the deaf must have reached a high standard in the United States. Therefore I am here now to see and learn myself how the deaf here obtain their high amount of knowledge. And what I have seen has inspired me, first, with a feeling of admiration for the American schools, and, secondly, with a strong belief upon the possibility of the deaf reaching a position of equality with the hearing world. Now I shall return home filled with new hope of being able to do something for my fellow-deaf in Norway. I take this college with me in my thoughts and in my arguments. I shall do my best to make it known to the deaf and to the authorities of my country. And, Mr. President, I shall never forget the kindness shown me by you, by the professors, and by the students of this college. I shall treasure it as a dear remembrance, and I thank you all.

Candidates for degrees and certificates recommended by the faculty were presented to the board of directors as follows:

*For the degree of master of arts (normal fellows).—*Arnold H. Payne, B. A., Jesus College, Oxford, England; Norman Shreve, B. A., University of Nebraska; Frances K. Bell, M. S., Synodical College, Missouri; Alvin E. Pope, B. A., University of Nebraska.

*For the degree of bachelor of arts.—*George Vernon Bath, George Albert Brooks, Joseph Bertram Bungardner, William Henry Davis, Sadie Eliza Griggs, Albert William Ohlemacher, Daniel Picard, Sarah Antoinette Rogers, Walter Boling Rosson, Roy James Stewart, Asa Albert Stutsman, Edith Vandegrift, George Franklin Wills.

*Normal students, 1898-99.—*Louise S. Robinson, Portland (Me.) High School; Hattie Marshall Bear, Mary Baldwin Seminary, Staunton, Va.

The degree of master of arts, in course, was conferred on John E. Crane, B. A., 1877, now an instructor in the American School for the Deaf at Hartford, and on James I. Sansom, B. A., 1880, now employed

in the money-order bureau of the Chicago post-office. The same degree, honorary, was conferred on Mr. Samuel Johnson, head master of the South Australian School for the Deaf, at Adelaide, South Australia.

President Gallaudet read a letter of regret and friendly regard from President McKinley, who would have been present but for the necessity of leaving the city on account of ill health, and then said:

Not many of our friends who have so kindly honored us with their presence to-day are aware that this college was brought into existence by an act of Congress, passed when our civil war was at its height, in 1864.

In the same year a handsome appropriation was made by Congress to purchase grounds and buildings in which the college was started. This money, \$26,000, was drawn from the Treasury and paid to the parties from whom the property was purchased, at a time when the capital was entirely cut off from all railway communication with the North.

It is not often that we have the pleasure of welcoming to our college one who was conspicuous in the Federal Administration at that stirring period, and it is especially gratifying that we have with us to-day one who held intimate and confidential relations with our great war President at the time he signed the charter of the college. And I am sure you will all join me in giving a hearty welcome to the Hon. John Hay, Secretary of State, who may be spoken of as one who helped to found this college.

#### SPEECH OF SECRETARY HAY.

It is a very great pleasure for me to be here to-day to witness this most inspiring and joyous occasion, and I am particularly grateful to my friend, Dr. Gallaudet, who, besides having been so kind as to invite me here to-day, has also been so good as to make a speech for me; so that there is nothing left for me to do except to fulfill the humble function which is often assigned in rural festivals to the oldest inhabitants. I am here in no other capacity than that. I remember a story of the late Oliver Wendell Holmes, who said that an English tourist once came to his house in Cambridge and said, "Sir, as you have no ruins in your country, I thought I would come and see you."

I was once walking with a very little boy through the squares and places of this beautiful city, and every time he came to a statesman on a pedestal or a hero mounted on a bronze horse my little friend asked me if I knew him, and I said I did. At last he turned to me, with all due reverence shining in his young eyes, and said, "Are you the oldest man in the world?" He seemed to think I had stood around watching the building of the pyramids.

Thirty-five years ago it was my duty as secretary to Mr. Lincoln to inform the Senate and the House of Representatives of the United States that the President had signed a bill empowering this institution to confer collegiate degrees upon deaf-mutes. Surely, when I look about me and take note of the magnificent results which have flowed from the powers given by that act, I may congratulate myself that I had something to do with the inception of so noble a work. I am pleased to be permitted, after the lapse of the many years that makes me one of the oldest inhabitants, to join with the officers, students, and friends of the college in their annual public festivity.

And I am especially glad to felicitate Dr. Gallaudet, one of the friends of my early Washington life, that he is permitted to witness the fruitage of the seeds of his own planting and to be still at the head of the institution whose interests he has so long and faithfully guarded.

To the young people the completion of whose academic life is publicly honored to-day I give my best wishes. The education they have received at the hands of a generous Government has stricken off the shackles of ignorance which bound them and has dispelled the darkness which enshrouded their minds.

They go forth into a world that looks kindly on earnest, well-taught young men and women, and that is ready to lend a hand to those who are prepared and willing, as these young people are, to help themselves. I bid you God speed, my young friends, on the journey of active life which now opens before you.

#### RESIGNATION OF PROFESSOR CHICKERING.

President Gallaudet then announced that Professor Chickering, who had filled the chair of natural science for nearly thirty years with ability and success, had resigned his position and would retire at the close of the present year.

Dr. Gallaudet spoke with warmth of the honorable record his friend and colleague had made, and expressed the sincere regret of members of the faculty and students at his resignation. The announcement was then made of the appointment of Mr. Herbert E. Day, a normal fellow in the college in 1895 and for four years an instructor in the Kentucky School for the Deaf, to a professorship in the college.

The exercises of the afternoon were closed with the benediction by the Rev. Thomas Gallaudet, D. D., vicar of St. Ann's Church for Deaf-mutes, New York City.

Degrees were conferred at the close of the term in accordance with the recommendations of Presentation Day, excepting in the cases of Mr. Rosson, of Tennessee, Mr. Brooks, of Texas, and Mr. Ohlemacher, of Ohio, who received the degree of bachelor of science.

#### RECEIPTS AND EXPENDITURES.

The receipts and expenditures for the year under review will appear from the following detailed statements:

##### SUPPORT OF THE INSTITUTION.

###### RECEIPTS.

Balance from old account....	\$296.58	Work in shop.....	\$14.45
From the Treasury of the United States .....	65,000.00	Old metal .....	13.84
Board, tuition, and room rent	6,121.57	Total .....	71,446.44

###### EXPENDITURES.

Salaries and wages .....	\$39,781.13	Hardware .....	\$279.90
Miscellaneous repairs.....	1,799.15	Plants, seeds, tools, etc....	241.81
Household expenses, market- ing, etc .....	3,929.90	Blacksmithing .....	210.11
Meats.....	6,537.99	Ice.....	505.13
Groceries .....	3,440.11	Carriage repairs.....	144.75
Bread.....	2,042.37	Live stock .....	684.50
Butter and eggs .....	1,970.55	Incidental expenses .....	398.86
Medical attendance and nurs- ing .....	576.50	Crockery, etc.....	346.82
Telephone and electric clocks.	95.42	Stamped envelopes .....	43.00
Furniture .....	483.06	Auditing accounts .....	300.00
Lumber .....	120.48	Gymnasium apparatus, etc...	101.43
Dry goods.....	590.03	Printing .....	41.50
Gas .....	1,257.80	Entertainment of pupils....	25.00
Paints, oils, etc .....	79.36	Lectures .....	36.00
Fuel .....	2,600.22	Harness and harness repairs..	43.00
Feed .....	650.11	Fire alarm .....	100.00
Medicines and chemicals.....	269.84	Grading athletic field .....	177.75
Books, stationery, and school apparatus.....	443.81	Balance .....	1,099.55
		Total .....	71,446.44

##### SPECIAL REPAIRS.

Received from the Treasury of the United States .....	\$3,000.00
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###### EXPENDITURES.

Lumber .....	\$216.00
Asphalt pavements.....	1,120.00
Plumbing and sewerage.....	459.59
Painting.....	496.53
Paper hanging.....	106.98
Labor, etc .....	600.90
Total .....	3,000.00

## ESTIMATES FOR NEXT YEAR.

The following estimates for the fiscal year ending June 30, 1901, have already been submitted:

For the support of the institution, including salaries and incidental expenses, for books and illustrative apparatus, and for general repairs and improvements, \$67,000.

For repairs to the buildings of the institution, including plumbing and steam-heating apparatus and for repairs to pavements, \$3,000.

The dormitories for both sexes in the college are now filled to their utmost limit. No estimate for new buildings has been submitted, but the attention of Congress is respectfully called to the necessity for enlarged accommodations at an early day.

All of which is respectfully submitted by order of the board of directors.

E. M. GALLAUDET,  
*President.*

Hon. E. A. HITCHCOCK,  
*Secretary of the Interior.*

## APPENDIX.

### CATALOGUE OF STUDENTS AND PUPILS.

#### IN THE COLLEGE.

- Alabama:  
James W. Sowell.  
Maud H. Brizendine.
- Arkansas:  
Earnest J. Hendricks.  
Eula E. Morriss.
- California:  
Winfield Scott Runde.  
Annie Matilda Lindstrom.  
Frances Anelia Norton.  
Adam S. Hewetson.
- Colorado:  
Ethel Z. Taylor.  
Ethel M. Ritchie.
- Connecticut:  
Deborah H. Marshall.  
Horace D. Lee Clark.
- Delaware:  
Gertrude Parker.
- Illinois:  
Asa Albert Staatsman.  
Frieda W. Bauman.  
Edith Fitzgerald.  
Frank A. Johnson.  
Arthur P. Riuk.  
Luella Stephens.  
Nannie May Moorefield.
- Indiana:  
Arthur H. Norris.  
Ernest Mather.
- Iowa:  
George F. Wills.  
Owen G. Carrell.  
Wilbert P. Sonder.  
Robert Cook Hemstreet.  
George W. Clark.  
William M. Strong.
- Kansas:  
Arthur L. Roberts.
- Kentucky:  
Littleton Alva Long.  
Thomas Y. Northern.  
Grace L. Allen.
- Louisiana:  
Daniel C. Picard.  
Grey G. Barham.
- Maryland:  
George Schafer.  
Ezra C. Wyand.
- Massachusetts:  
Ida P. Brooks.
- Michigan:  
George W. Andree.  
Roy Carpenter.  
Charles Lawrence.
- Minnesota:  
Edith Vandegrift.  
Gilbert O. Erickson.  
Margaret Hauberg.  
Victor R. Spence.  
Henry Bruns.  
Blanche Hansen.  
Paul Wys.
- Missouri:  
Joseph B. Bungardner.  
Arthur O. Steidemann.  
Peter Hughes.  
Horace B. Waters.  
Ivy Myers.  
Elbert M. Nowell.
- Nebraska:  
Ota B. Crawford.  
Effie J. Goslin.
- New Jersey:  
Mary M. Williamson.
- New York:  
Grace G. Okie.  
Sarah C. Fish.  
Culmer Barnes.  
Murray Campbell.  
Anna L. McPhail.  
Winfield E. Marshall.
- North Carolina:  
Robert S. Taylor.  
William H. Chambers.  
Robert C. Miller.
- Ohio:  
George V. Bath.  
William A. Ohlemacher.  
Albertus Wornstaff.  
Cloa G. Lamson.  
Bessie B. McGregor.  
Ida A. Ohlemacher.  
Slava A. Snyder.  
Clara Belle Winton.  
Mary E. Zell.  
John F. Flick.  
Wilhelm F. Schneider.  
Ida Wiedenmeier.
- Pennsylvania:  
Sadie E. Griffiths.  
Emma M. Prager.

## Pennsylvania—Continued.

Margaret M. Toomey.  
 John S. Fisher.  
 Daniel E. Moran.  
 Samuel Nichols.  
 Belle Stout.  
 Milton T. Haines.  
 Cyril A. Painter.  
 Charles N. Snyder.  
 Sarah Goldstein.  
 Nellie V. Hayden.  
 Adelaide L. Postel.  
 Guy P. Allen.  
 Ernest R. Cowley.  
 James K. Forbes.  
 Scott Foreman.  
 George E. Anderson.  
 Elmore E. Bernsdorff.  
 John L. Friend.  
 Elmer S. Havens.  
 Howard Judd.  
 Joseph L. Kurath.  
 Grace A. Parkinson.  
 Louis P. Schulte.  
 Emil D. Straus.  
 South Carolina:  
 Sarah Antoinette Rogers.  
 Theresa E. Gaillard.  
 William John Geilfuss.  
 South Dakota:  
 Marion E. Finch.

## Tennessee:

Walter B. Rosson.  
 Lester G. Rosson.  
 John H. Ownbey.

## Texas:

George Albert Brooks.  
 William Henry Davis.  
 Joseph C. Harvin.  
 Lettie R. Webster.

## Utah:

John H. Clark.  
 Elizabeth DeLong.

## Vermont:

Albert S. Heyer.  
 Menegle P. Beausoleil.

## Virginia:

Stephen C. Jones.

## Wisconsin:

Duncan A. Cameron.  
 Fred J. Neesam.

## District of Columbia.

Roy James Stewart.  
 William Lowell.

## Canada:

John A. Braithwaite.  
 Alexander David Swanson.  
 Margaret Hutchinson.

## Ireland:

Andrew Leitch.

## IN THE KENDALL SCHOOL.

*Females.*

Annie E. Bennett, Delaware.  
 Emily Lucille Bennett, District of Columbia.  
 Bertha Conaway, Delaware.  
 Myrtle Estelle Connick, District of Columbia.  
 Sarah L. Dailey, District of Columbia.  
 Maggie Dougherty, Delaware.  
 Rosa Early, District of Columbia.  
 Mattie Hurd, Delaware.  
 Tina F. Jones, Delaware.  
 Carrie King, District of Columbia.  
 Ida May Littleford, District of Columbia.  
 Caroline E. Moran, District of Columbia.  
 Mary O'Rourke, Delaware.  
 Evalyne G. Plumley, Delaware.  
 Mary Spurry, Delaware.  
 Sophia Stansbury, District of Columbia.  
 Carrie Strong, District of Columbia.  
 Sadie E. Talbert, District of Columbia.  
 Maggie Vaughn, District of Columbia.  
 Rebecca Weil, Georgia.  
 Viola Weil, Georgia.  
 Alice Woolford, District of Columbia.

*Males.*

Howard Breeding, Delaware.  
 Charles Butler, District of Columbia.  
 Frank Carroll, District of Columbia.

John F. Caslow, District of Columbia.  
 James Dogan, District of Columbia.  
 Paul Erd, Illinois.  
 Jacob Eskin, District of Columbia.  
 Ernest Foskey, Delaware.  
 William A. Heagie, Indiana.  
 Raymond Johnson, District of Columbia.  
 George E. Keyser, District of Columbia.  
 Aaron Lee, District of Columbia.  
 Charles Lee, District of Columbia.  
 Andrew Leitch, Ireland.  
 William Lowell, District of Columbia.  
 Samuel H. Lynn, Tennessee.  
 Charles Nailor, District of Columbia.  
 Arthur Nash, District of Columbia.  
 Joseph L. Norris, Virginia.  
 William Pfunder, District of Columbia.  
 Carl Rhodes, District of Columbia.  
 George Richardson, District of Columbia.  
 Joseph P. Riley, District of Columbia.  
 William J. Riley, District of Columbia.  
 Harry Stansbury, District of Columbia.  
 John Shields, District of Columbia.  
 George Smith, District of Columbia.  
 Arthur L. Swarts, Delaware.  
 James Thomas, District of Columbia.  
 Richard T. Thomas, District of Columbia.  
 John W. Thrailkill, Missouri.  
 Henry Turner, District of Columbia.  
 Frank Winter, District of Columbia.  
 William W. Worley, Tennessee.

## REGULATIONS.

I. The academic year is divided into three terms, the first beginning on the Thursday before the last Thursday in September and closing on the 24th of December; the second beginning the 2d of January and closing the last of March; the third beginning the 1st of April and closing the Wednesday before the last Wednesday in June.

II. The vacations are from the 24th of December to the 2d of January, and from the Wednesday before the last Wednesday in June to the Thursday before the last Thursday in September.

III. There are holidays at Thanksgiving, Washington's Birthday, Easter, and Decoration Day.

IV. The pupils may visit their homes during the regular vacations and at the above-named holidays, but at no other time, unless for some special, urgent reason, and then only by permission of the president.

V. The bills for the maintenance and tuition of pupils supported by their friends must be paid semiannually in advance.

VI. The charge for pay pupils is \$250 each per annum. This sum covers all expenses in the primary department except clothing, and all in the college except clothing and books.

VII. The Government of the United States defrays the expenses of those who reside in the District of Columbia or whose parents are in the Army or Navy, provided they are unable to pay for their education. To students from the States and Territories who have not the means of defraying all the expenses of the college course the board of directors renders such assistance as circumstances seem to require, as far as the means at its disposal for this object will allow.

VIII. It is expected that the friends of the pupils will provide them with clothing, and it is important that upon entering or returning to the institution they should be supplied with a sufficient amount for an entire year. All clothing should be plainly marked with the owner's name.

IX. All letters concerning pupils or applications for admission should be addressed to the president.

X. The institution is open to visitors during term time on Thursdays only between the hours of 10 a. m. and 3 p. m. Visitors are admitted to chapel services on Sunday afternoons at a quarter past 3 o'clock.

XI. Congress has made provision for the education, at public expense, of the indigent blind of teachable age belonging to the District of Columbia.

Persons desiring to avail themselves of this provision are required by law to make application to the president of this institution.